

高级中学英语

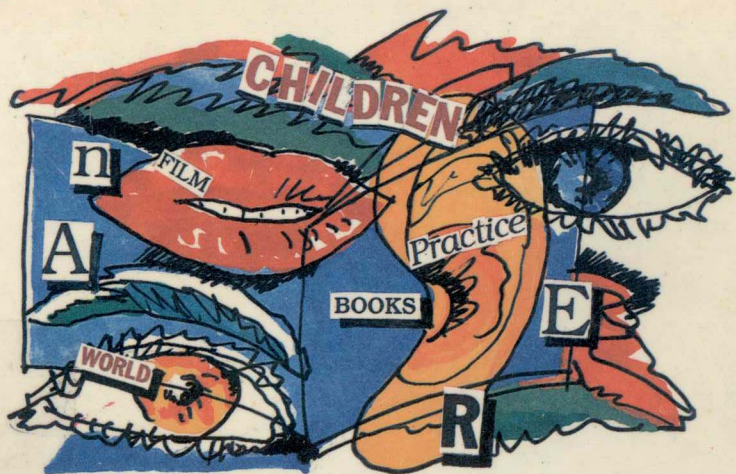
阅读训练

第二册 (上)

(供高中二年级上学期用)

Reading Practice Book 2 (A)

人民教育出版社外语室英语组编



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Reading Practice

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编写说明

阅读能力的培养一方面是要靠教科书提供的为学生获得主动而准确地运用语言能力设计的语言材料和在教师指导下通过有效的阅读训练活动来进行的。高中英语第二册为学生的阅读训练提供了内容丰富、题材广泛的语言材料。但是另一方面，在高中阶段，阅读能力的培养不能仅靠少量的精读材料，更重要的是要有一定量的泛读材料。因为到了高中阶段，在进一步提高听说能力的同时，要侧重培养阅读能力。读和听一样，是领会能力，是吸收书面语的手段。阅读是一种能力，又是语言学习的一种方法。阅读时，学生的眼、口、耳、脑同时并用，可以帮助理解和吸收书面信息，巩固记忆，有利于动脑筋思考，有助于扩大词汇量，丰富语言知识，了解英语国家的社会文化背景等。要指导学生查阅词典、语法等工具书，鼓励学生根据上下文猜测词义，使学生逐渐获得独立阅读的能力。听和读是输入，只有足够的输入量，也就是说，只有通过广泛地阅读、大量地阅读和快速地阅读，使学生真正具备了阅读能力，才能保证他们具有较好的说和写的能力。因此，在教学中应尽可能加强听读训练，特别要注意增加阅读训练。

另外，《全日制高级中学英语教学大纲(初审稿)》在有关阅读能力的培养和要求方面指出：“能借助词典读懂难度略低于所学语言的材料，生词率不超过3%。能根据语境中较为明显的提示和构词法知识推断少数生词的语义或初步确认其语义范围。一年级和三年级学生能分别以每分钟40-50个词和50-60个词的速度，阅读生词率不超过3%的有关人物传记、寓言故事、活动记述、社会文化、文史知识、科普小品等内容的材料，能够把握主要的事实和中心思想。理解正确率达到70%。”为了贯彻高中英

语教学大纲这些精神，我们编写了高中英语阅读训练第一、二、三册，分别配合高中英语课本第一、二、三册，供高中一、二、三年级学生选用。

本书是按高中英语第二册课文顺序编写的。每一单元编配3篇阅读训练材料，包括1篇快速阅读(Fast reading)材料和2篇泛读(Extensive reading)材料，较长的就分为上、下两篇。第一篇为快速阅读，题材与课文基本上相同，难度略低于课文。每篇阅读材料的长度为300-500个词左右。生词率为1%—3%。快速阅读的目的是为了复习和巩固课堂上所学的语言知识，培养学生对阅读的兴趣，训练他们阅读的技能。要提高学生阅读英语的能力，单纯通过教科书中的课文教学和快速阅读材料是不够的，还要按年级和学生的具体情况，有计划地指导他们在课外阅读一定数量的读物。本书的泛读材料1和泛读材料2就是为这一目的而编写的。泛读材料的题材基本上也与课文内容有一定联系，长度为300-700个词左右。生词率不超过3%。

书中文章大都选自英美出版的英语读物，个别的作了改写，以适应教学的需要。每篇短文后都编有帮助学生检查自己理解程度的练习。要求学生在阅读时高度集中注意力，一篇短文应一口气读完。读完后，立即做后面的练习，但做练习时一定不要回头再去看短文。如果学生的正确理解率达到70%，可算基本上达到了要求。

学生在阅读短文时最好记下所费的时间，然后算出平均每分钟阅读的词数。这样做，可以鞭策自己在阅读时专心致志，努力提高阅读速度。

各册中的生词，均按字母顺序列表附于书后，便于查阅。凡是学生根据已学的构词法知识能够认识的派生词、复合词或兼类词，都不算生词。不重要的专有名词，也未列入词汇表。学生在阅读短文时，最好不要每遇一个生词就去查阅词汇表，要尽可能通过上下文猜出某些词的词义。坚持这样做，不仅可以加快阅读速度，而且可以提高阅读理解能力。

本书在编写过程中得到了北京外国语大学英语专家 Philippa Jeffery 的热情支持和帮助。她在百忙中抽出时间修改了本书的部分单元，我们在此表示感谢。

由于编者水平有限，编写时间仓促，本书难免存在缺点和错误，希望读者批评指正。

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Unit 1

Reading Passage A

THE WONDERFUL VISIT TO MISS LIBERTY

“This is a special day,” Daddy said. “Today we’re going to visit the Statue of Liberty.”

“Is it in a building?” Thomas asked.

His sister Bessie laughed. “No,” she said. “It’s outdoors, on an island in New York harbor.”

Mother put on her hat. “Almost ready?” she asked.

“All ready,” said Daddy. “Let’s go!”

As they drove off Bessie asked, “Why is the statue called Miss Liberty?”

“Liberty means freedom,” Daddy said. “One hundred years after we became a free country, the people of France gave us the Statue of Liberty.”

“Like a sort of birthday present?” Thomas asked.

“That’s right,” Daddy agreed. “Men in France made the big statue out of thin sheets of copper.”

“It came to America on a ship,” Mother said. “But it was too large to send in one piece, so it was sent over in many pieces. Then workmen put the pieces of copper together over an iron framework right on the island.”

Daddy parked the car near the ferry that would take them to Liberty Island.

Across the water, the Lady stood on the island with a torch in her right hand. Thomas jumped up and down.

“She has a crown on her head! Why is she green?”

“Copper turns green when it’s out in the weather,” Daddy told him. “See the stone base she stands on? That was paid for by the American people. Even school children gave their money to help build it.”

As the ferry pulled away from the shore, the building of New York seemed to get smaller. But the statue grew bigger, and bigger, and bigger.

“What is she holding in her left hand?” Bessie wondered. “It looks like a book.”

“It’s a stone tablet,” said a girl standing nearby. “The letters on it say, ‘July 4, 1776’ — the date America became a free country.”

“Ships come through here from nearly every country in the world,” Daddy said. “When the people in the ships see the Statue of Liberty, they know they’ve reached America.”

The ferry pulled alongside the dock. Mother and Daddy and Bessie and Thomas all hurried ashore. Now they were behind the statue.

“The whole island is no bigger than two or three blocks at home!” Bessie cried.

(To be continued)

Read the passage and then answer right or wrong:

- () 1. The Statue of Liberty is in France.
- () 2. The place where Miss Liberty stands is called Liberty Island.

- () 3. Liberty means freedom.
- () 4. The Statue of Liberty was made out of copper sheets.
- () 5. It was given by the French people in 1876.
- () 6. It came to America in a plane.
- () 7. There is a torch on her head.
- () 8. She holds a book in her left hand.
- () 9. She stands on a stone base.
- () 10. People visiting the Statue of Liberty have to go to the island by ferry.

Reading Passage B

THE WONDERFUL VISIT TO MISS LIBERTY (Continued)

They walked through thick, wooden doors in the wall below the stone base.

At the end of the hallway, an elevator operator called out, "Elevator to the top of the base. Ten stories — going up!"

"You mean it's ten stories before we even get near the feet of the statue?" Bessie asked.

"That's right," the operator said. "Then another twelve stories after that, up to the observation room in her head."

Thomas was surprised. "Is the statue's head big enough for us to fit inside?"

“Sure is, boy. Holds forty people. Fine sights from up here, through the windows in her crown.”

As the elevator carried them up, the operator pressed a button. A voice told them that the only way to reach the observation room was by climbing a winding staircase of one hundred and sixty-eight steps.

The staircase wound up and up. Every few steps there was a little built-in seat. The steps were very small. Each one was as narrow as the seat of a swing.

“I’ve never been on such little stairs,” Mother said.

Bessie was just behind her. “These are Thomassize steps,” she laughed.

Up and up, higher and higher they climbed. Bessie’s legs began to hurt. “I’m going to try the little seats,” she said.

She sat in one of them. Thomas sat in another. After they had rested for a minute, they climbed again.

Suddenly, they smelled fresh air. One by one, they entered the small, round observation room.

“Please hold me up,” Thomas begged his father. “I want to see out the front.”

Mother and Daddy lifted both Bessie and Thomas.

“I can look down on the tops of boats,” Bessie cried.

“I see one with freight trains on its back,” Thomas shouted. “I see a bridge. I can see everything!”

The room became crowded, so Bessie and Thomas finally gave someone else a turn. They counted twenty-five windows. There were people in front of every one.

It was time to go. They climbed down, down, down the winding staircase.

As they boarded the elevator, the operator smiled at them. "Like it up there?"

Thomas said, "We sure did!"

"We felt like the tallest people in the world," Bessie told him.

On the ground, Mother and Daddy led the way from the elevator through a long hall. They stopped in front of a tablet on the wall. Daddy read the last part of the tablet out loud: "I lift my lamp beside the golden door."

The children thought of all they had learned that day about their country, about the meaning of the great statue.

Read the passage and then choose the right answers:

- () 1. The height from the ground to the feet of the statue is _____.
- A. one hundred metres
 - B. about ten stories of a building
 - C. about nine stories of a building
 - D. about ninety metres.
- () 2. The Statue of Liberty was carried to America by ship from _____.
- A. France
 - B. Italy
 - C. Russia
 - D. England
- () 3. The head of the statue is big enough _____.
- A. to hold forty people
 - B. for one person to sit inside

- C. to hold forty-five people
D. for twenty people to sit inside
- () 4. A little built-in seat every few steps was made _____
A. for the people to have some drink
B. for the visiting people to have some food
C. for the visitors to have a rest
D. for the visitors to have a chat
- () 5. It _____ by climbing.
A. was easy for visitors to enter the observation room
B. took them little time to reach the observation room
C. was not so difficult for them to reach the observation room
D. was very difficult for them to reach the observation room
- () 6. In the observation room Bessie and Thomas _____
A. had a good time
B. had a bad time
C. felt very crowded
D. could see rivers and lakes

A JOKE

“Mum, will you wash my face?”

“Why can't you wash it yourself?”

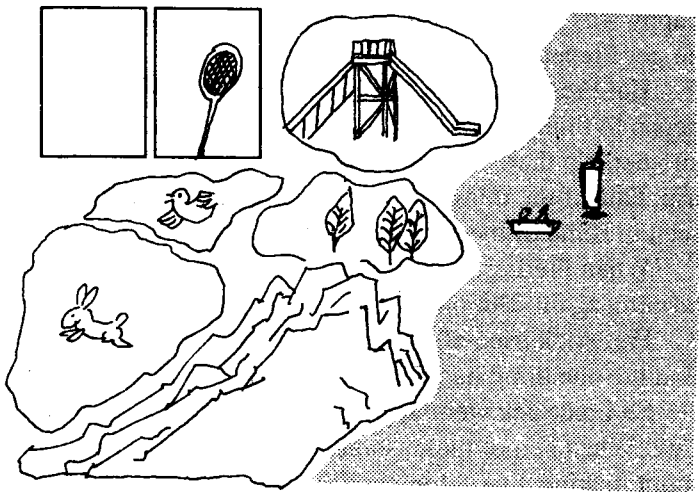
“Because that'll mean getting my hands wet, and they don't need washing!”

Reading Passage C

FREDERICK L. OLMSTEAD

Do you have a park where you live? If you do, did you ever think about how the park got there? Your park didn't just happen by itself. Someone had to think about it and plan it.

Frederick L. Olmstead was a man who thought about parks. He lived a long time ago — before cars and before cities were as big as they are now. But he knew that cities would grow, and people would need parks — beautiful parks, big parks. People would need parks with a



place to play baseball and a place to walk in the walls — parks with trees and flowers.

Frederick L. Olmstead planned some of the most beautiful parks in our country and maybe even in the world. But, for a long time, Frederick's friends thought that he would never really do anything.

"When is he going to stop fooling around?" they would ask.

"I wish Frederick would find something to do."

Frederick went away to school, but he didn't stay there. He worked in a store for a time, but he didn't like that at all. He took a trip to Europe, and he stayed away for a year.

When Frederick came home from Europe, he went to work on a farm. He liked being a farmer. His father was happy when Frederick found something he liked to do. So he got Frederick a farm of his own.

But Frederick didn't keep his farm for very long. He began to think about Europe again. And soon he took another trip there. This time he wrote a book about his trip. One of the things he wrote about was the parks he had seen in some of the big cities in Europe.

When Frederick came back to his country, he tried farming again. But once again he didn't stay.

Frederick tried all kinds of work, but he just couldn't find the one thing he really wanted to do.

So Frederick went back to his home in New York City. When he got there, some of his friends were talking about making a very big park in the city. When he heard

about the park, he said, "I'd like to have something to do with that."

The city was holding a contest to see who could plan the best park. So Olmstead and a friend began working on a plan for the contest. They thought about what people would want in a park.

Should a walk in the park be like a walk on a street, or should it be like a walk in the forest? Should a park have places for games like baseball? Should the park have hills? Should there be a place to put a monument in the park? Should there be lots of little parks or a big one?

From his trips to Europe, Frederick knew a lot about parks. And he knew a lot about the country from being a farmer. He wanted his park to be as beautiful as the ones he had seen in Europe. And he wanted his park to be like the country. So he and his friend planned a park that would bring the country to New York City.

Frederick and his friend won the contest.

Frederick's park is in New York City. It is called Central Park. There are places to play baseball and even places for a monument or two. But most of all there are trees and hills and even forests. You can walk off the city street, and it is like being in the country. You can play in Central Park, and you don't have to look out for cars. You can go to see bears in the park, and you don't have to be afraid that a bear will bite you. You can find flowers and trees, things to eat, games to play, birds to feed, and benches to sit on. Or you can just fall asleep in the sun. Central Park has something for everyone.

People all over the country saw what a wonderful

place Central Park turned out to be. So they asked Frederick to plan parks for their cities. Today there are parks by Frederick Olmstead in all parts of our country.

Frederick Olmstead worked on park plans for the rest of his life. And never again did anyone ask, "When is Frederick going to stop fooling around?"

Read the passage and answer the questions:

1. Do you like to have a walk in the park with your family after supper?
2. Do you like the park Frederick L. Olmstead planned?
3. Frederick's friends thought he could plan a beautiful park, didn't they?
4. What did he do after he came home from Europe?
5. He had seen a lot of beautiful parks in some of the big cities during his stay in Europe, hadn't he?
6. Frederick and a friend took part in the contest to plan a park, didn't they?
7. Frederick L. Olmstead won the contest because he knew a lot about parks, didn't he?
8. What's the name of Frederick's first park?
9. Where is the park?
10. Is Central Park big and beautiful?
11. Why are there so many parks planned by Frederick throughout the USA?